

Pupil premium strategy statement – Ditton Church of England Junior School

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.

Before publishing your completed statement, delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	204
Proportion (%) of pupil premium eligible pupils	23.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024,2025,2026
Date this statement was published	January 2024
Date on which it will be reviewed	July 2024
Statement authorised by	Graham Ward
Pupil premium lead	Kelli Moon
Governor / Trustee lead	Jayne Ingman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£64020
Recovery premium funding allocation this academic year	£6380
<p>Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)</p> <p><i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i></p>	£0
<p>Total budget for this academic year</p> <p><i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i></p>	£70,400

Part A: Pupil premium strategy plan

Statement of intent

We aim to use the pupil premium funding to improve the education of all children from disadvantaged backgrounds to support their development within school. Although this plan alone does not achieve this, we have considered options and use of money carefully to address key areas and provide support and infrastructure to children so that their learning is enhanced and improved. Nurture is a key driver in all that we do and we all firmly believe that children need to be in the best place emotionally to fulfil their academic potential.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Poor oral language skills (including speech and language) which impact on attainment and progress in all areas of the curriculum. (Vocabulary development – oracy, application included)
2	Development is needed within spelling and reading to improve writing proficiency in all areas of the curriculum
3	Many PP pupils also belong to other vulnerable groups which impacts their attainment (e.g. SEND, EAL, poor attendance)
4	Wellbeing of PP pupils which manifests as a lack of resilience and self-belief.
5	Attendance of disadvantaged pupils

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
The gap which currently exists for disadvantaged children in Reading, Writing and Maths is narrowed termly	Pupil progress meetings and termly progress data evidence more children are achieving at the expected standard
Improved curriculum teaching drives standards of teaching forward to improve outcomes for all pupils	Curriculum teaching in all areas is embedded and drives accelerated rates of progress from starting points for all pupils.

Barriers to learning are identified and removed through Quality First Teaching and targeted short-term interventions	All disadvantaged children have made good progress by the end of the academic year. Shine interventions and careful testing support clear development against targets.
Families experiencing disadvantage feel well supported by the school and aspirations for their children are high	Parent survey results show the majority of families feel supported by school and have high aspirations for their children. Support of FLO and smile room resources provide nurture for all children to succeed and increase attitudes to learning within school.
Disadvantaged children have high aspirations for their future	Children understand the wide range of opportunities that are available to them and know the steps they can take to achieve their dreams Visits to school from a wide range of professional people will have taken place to enable children to think about options in the future
The number of disadvantaged children who are persistently absent reduces	Weekly monitoring and support to get children fully engaged in school shows a termly improvement for this vulnerable group

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
SLT allocated time to support classroom teachers in the implementation of Quality First Teaching practices for PP eligible children with SEND, to develop the curriculum and ensure that it is adapted for all learners to meet need. CPD for staff to support the understanding and overcoming of barriers.	When investigating PP barriers to learning it was revealed that " <i>The proportion of pupils who are eligible for Pupil Premium with SEN is higher than amongst non-disadvantaged pupils within the school</i> " In the 'Features of Practice in Schools' document provided by Ofsted it was stated that, " <i>Quality first provision, including teaching, is the key</i> " Furthermore, the Education Endowment Foundation Guide to Pupil Premium states, " <i>Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.</i> "	1 2 3

	Collaborative learning approaches EEF (educationendowmentfoundation.org.uk)	
<p>To implement strategies designed to improve oral fluency in all KS2 classrooms.</p> <p>Teaching of subject specific vocabulary including pre teaching where appropriate.</p> <p>Involvement in the wider trust oracy project to take place in Summer 2024</p> <p>To use National college to support and provide additional CPD opportunities for all staff.</p> <p>Rosinshine principles training for all staff.</p> <p>Kagan training for all staff.</p>	<p>When investigating PP barriers to learning it was revealed that, “<i>Many pupils who are eligible for Pupil Premium have lower language proficiency than their non- disadvantaged peers.</i>” Furthermore, The Education Endowment Foundation identified ‘Oral Language Interventions’ as an area with the potential for achieving significant progress for a minimal cost. The CPRT/IEE Education Endowment Foundation project on dialogic teaching 2014-17 led by Robin Alexander and Frank Hardman identified that over 2 terms, pupils made on average 2 months accelerated progress in Science and English and 1 month accelerated progress in Maths. In its guide to KS1 and KS2 Literacy, the EEF stated ‘<i>Speaking and listening skills are at the heart of language, not only as foundations for reading and writing, but also as essential skills for thinking and communication.</i></p>	123
<p>Development of kagan teaching approaches which mee the needs of all learners to ensure that all have accountability within their learning processes.</p> <p>Kagan training for all staff.</p>	<p>When investigating PP barriers to learning it was revealed that, “<i>Some pupils who are eligible for Pupil Premium do not yet possess learning attributes such as self- confidence, perseverance and resilience.</i>” and “<i>Some pupils eligible for Pupils Premium live in an environment not conducive to school readiness.</i></p>	123

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring for targeted children within year 6 who have gaps within learning.	When investigating PP barriers to learning it was revealed that, “Many pupils who are eligible for Pupil Premium have lower language proficiency than their non-disadvantaged peers.” The Education	1234

<p>Focus on Maths and English first.</p> <p>SPAG and writing are a whole school focus area.</p>	<p>Endowment Foundation identified 'Oral Language Interventions' as an area with the potential for achieving significant progress for a minimal cost. The EFF concluded that "on average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year." Furthermore, it was added that, "some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds.</p>	
<p>Easter school for children to consolidate learning and have clear strategies for learning processes.</p> <p>Additional tutoring provision for children throughout each week.</p>	<p>When investigating PP barriers to learning it was revealed that, "Many pupils who are eligible for Pupil Premium have lower language proficiency than their non-disadvantaged peers." The Education Endowment Foundation identified 'Oral Language Interventions' as an area with the potential for achieving significant progress for a minimal cost. The EFF concluded that "on average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year." Furthermore, it was added that, "some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds.</p>	1234
<p>SHINE interventions in place focused directly on learning gaps identified within assessment tests to meet need.</p> <p>Carefully planned and regularly reviewed bank of intervention programmes and strategies, e.g.</p> <p>Phonics and early reading</p> <p>Precision Teaching</p> <p>CPD support – common understanding of barriers and how to overcome them</p> <p>Development of reading interventions using AR to ensure that children make progress from starting points.</p>	<p>EEF toolkit tells us that regular, accurate and detailed feedback will accelerate progress.</p> <p>Enriching the sequences of learning across our bespoke, broader curriculum will increase engagement and boost comprehension through interest.</p> <p>Improved learning environments (classrooms, outdoor areas) to stimulate learning more effectively and promote high-quality outputs from children.</p> <p>Learning walls, display boards, technology (touch screens, iPads).</p> <p>PP pupils often have lower levels of engagement in reading as well as lower levels of resilience in terms of their own learning.</p> <p>Small group work with teachers / support staff has been proven to have the biggest positive impact on progress of more vulnerable children.</p> <p>PP pupils often have gaps in prior maths learning which impact on progress and current year group attainment.</p>	

Improvement in provision using computing provision to increase access for all learners. 20% of salaries are covered by money from PP provision. AR subscription	Targeted group work and QFT will ensure that opportunities to consolidate / revise prior learning are available.	
To provide 1:1 or small group speech and language intervention to targeted PP eligible children. Speech and language link assessments BPVS vocabulary assessments CPD – increasing capacity within school to support with speech and language development Nessy interventions	When investigating PP barriers to learning it was revealed that, “Many pupils who are eligible for Pupil Premium have lower language proficiency than their non-disadvantaged peers.” The Education Endowment Foundation identified ‘Oral Language Interventions’ as an area with the potential for achieving significant progress for a minimal cost. The EFF concluded that “on average, pupils who participate in oral language interventions make approximately five months’ additional progress over the course of a year.” Furthermore, it was added that, “some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds.” We will start oral language interventions target pupils throughout the school (and use handover information from the infant school).	1234

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 25000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Rock steady £3500 a term.	When investigating PP barriers to learning it was revealed that, “Some pupils who are eligible for Pupil Premium do not yet possess learning attributes such as self-confidence, perseverance and resilience.” and “Some pupils eligible for Pupil Premium live in an environment not conducive to school readiness.” Attendance data also reveals that PP eligible pupils’ attendance is lower than their disadvantaged peers. Furthermore, some PP children arrive at school unfed and/or without the	4

	required equipment. We will aim to meet the individual needs of these pupils to ensure that they arrive at school ready to learn and provide them with self-confidence to ensure that the children are engaged with learning.	
Breakfast provision for all children – offer to the whole school.	<p>When investigating PP barriers to learning it was revealed that, “<i>Some of the parents of pupils eligible for Pupil Premium struggle to engage with their child’s education in a meaningful and positive way.</i>” As a result, “<i>Pupils eligible for Pupils Premium often have less parental support than their non-disadvantaged peers.</i>”</p> <p>By providing the opportunity for all children to access a morning snack it means that they are prepared for the day.</p>	345
Smile room provision and family liaison officer who work with targeted children and families and provide wider support and intervention Forest school CPD	<p>When investigating PP barriers to learning it was revealed that, “<i>Some pupils who are eligible for Pupil Premium do not yet possess learning attributes such as self-confidence, perseverance and resilience.</i>” and “<i>Some pupils eligible for Pupils Premium live in an environment not conducive to school readiness.</i>”</p> <p>We also want provision in place for children who need to be nurture and supported to ensure that they can exhibit positive learning behaviours to allow them to access the whole curriculum</p>	345
Personalised provision for children who are having specific issues, e.g. zones of regulation, daily check ins Learning mentor -25% Nurture UK award and access to the Boxall profile	When investigating PP barriers to learning it was revealed that, “ <i>Some pupils who are eligible for Pupil Premium do not yet possess learning attributes such as self- confidence, perseverance and resilience.</i> ” and “ <i>Some pupils eligible for Pupils Premium live in an environment not conducive to school readiness.</i> ” We will provide a programme of social and emotional education designed to address these issues.	1 2 3 4 5
Promote extra-curricular activities – sport, art, forest school, residential trips etc.	An evaluation into Forest schools which was carried out by the New Economics foundation showed how children having access to forest school can increase confidence, social skills, communication as well as knowledge and understanding.	4 5

Total budgeted cost: £ 65000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Context

Ditton Church of England Junior School became a new academy in November 2023. As a junior school, national progress measures are unavailable, and disadvantaged cohort sizes at KS2 are small. Evaluation draws on IDSR attendance, persistent absence, behaviour and attainment indicators, alongside internal assessment and whole-school outcomes.

1. Attendance

What has improved

Impact for disadvantaged pupils

- FSM6 pupils remain below national averages, however the rate of improvement is stronger than national, suggesting that attendance interventions (pastoral support, family engagement, early follow-up) are beginning to reduce barriers to regular attendance for disadvantaged pupils.

Remaining challenges

- Attendance for FSM6 pupils remains low.
- Further, intense improvement is required to close the gap with national attendance.

2. Persistent Absence

Current position

Persistent absence remains significantly above national:

- FSM6 pupils: 54.4% (national 24.4%)

Trend

- The IDSR shows no significant change year on year.
- While this indicates that previous strategies have stabilised persistent absence, they have not yet reduced it sufficiently, particularly for disadvantaged pupils. A new strategy for attendance, linked to the work of the Trust is necessary.

Impact for disadvantaged pupils

- High persistent absence continues to be a significant barrier to learning and attainment for FSM6 pupils.
- This explains, in part, lower attainment outcomes at the expected standard for disadvantaged pupils at KS2.

3. Attainment at the Expected Standard (KS2)

Disadvantaged pupils

- RWM combined: 20%
- Reading: 50%
- Writing: 50%
- Mathematics: 20%

Interpretation

- Outcomes for disadvantaged pupils are below national and school percentages

5. Overall Impact of Pupil Premium Funding

Positive impact

- Attendance is improving at a faster rate than national, particularly for FSM6 pupils.
- Behaviour remains stable and largely in line with national averages.
- Writing outcomes for disadvantaged pupils are broadly in line with national disadvantaged outcomes.

Areas for further improvement in new 3 year strategy

- Persistent absence, particularly for FSM6 pupils.
- Mathematics attainment for disadvantaged pupils.
- Ensuring improved attendance translates more consistently into improved academic outcomes.

Despite small cohorts and limited published progress measures, the school can demonstrate that Pupil Premium funding is increasingly effective, particularly in improving attendance trends and maintaining positive behaviour outcomes. However, persistent absence and mathematics attainment for disadvantaged pupils remain priorities for the next phase of the strategy.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Rocksteady	Rock Steady
TLC tutoring	TLC
Nurture UK partnership	Nurture UK